

Utah CGP-Guidance Activities Action Plan (Large Group) 2004-2005*

Develop this plan at the beginning of the school year and include a copy with the Results Report due to USOE by June 15, 2005

School North Sevier High District Sevier

Target Group:(whole school, entire class) Freshmen students who are at-risk of failing

Target Group selection is based upon the following data/information/school improvement goals: Previous year End of level testing results, grades, attendance, teacher/parent recommendations. School goals #5, 10, 34, 35, 45

| Intended Student Behavior | Identify the Utah CGP Student Outcome or the Desired Result for Student Learning | Guidance Activity(ies) or Intervention(s) | Resources/Staff Development Needed | Evaluation Methods How will you measure results? e.g. "From sample classrooms of tenth graders..." | Start/End Dates | Projected # of Students Impacted |
|--|---|--|---|---|-------------------------------|----------------------------------|
| 1. Reduction of "F" grades. 2. Improved GPA 3. Improved citizenship. 4. Improved attendance | 1. Meet needs of students. #5 2. Develop good study habits. #45 3. Setting goals. #34 4. Give students insight into how their decions can cause consequences which tie back in-to success or failure. #35 5. Student learn to monitor progress in classes #10 | The Learning Class is a scheduled period the student will attend each day a full trimester. Each one will be thoughtfully paired with a Leader (senior or junior) student who will be instructed on how to worked with assigned student. Leaders will receive training from counselor. Learners receive individual counseling as needed. | Training for Leaders. Teacher committment. Trained aide to monitor class. CG curriculum & Choices. Grade-book printouts. Communication & permission letters for parents. Various other forms to monitor work, learning, & for earning rewards. Various rewards. | Before and after grade reports. 1. grades 2. citizenship 3. Attendance 4. Maintaing improvement into next trimester Exit interviews with Leaders. Classroom observations. Parent comments. | <u>Sept. 2004 to May 2005</u> | <u>30-35</u> |

Ray Terry
Principal's Signature

9-20-04

Class is monitored by an aide. Counselor gives CG curriculum Date Sept 20, 2004 State of Staff Presentation

Natalie Kersil
Prepared By

*adapted from the ASCA National Model: A Framework for School Counseling Programs



ENTERED

Utah CGP- Guidance Activities Results Report (Large Group) 2004-2005*
 Due to USOE June 15, 2005: may be submitted in other formats but include all information as required below.

School North Sevier High District Sevier

| Counselor | Target Group | Curriculum and Materials Used | Start Date End Date | Process Data: Number of students affected** | Perception Data: Pre and post test competency attainment or student data** | Results Data: changes in behavior, grades, attendance including achievement data, achievement related data, and/or skills/competency data** | Implications: What does the data tell you? What can the student do with this now? |
|----------------|-------------------------------------|---|------------------------|--|---|--|---|
| Natalie Keisel | Freshmen who are at-risk of failing | Choices "Why Try" "Peer Tutor Training" | Sept 04 to May 05 | (9th + 10th) 18 Learners 18 Leaders (juniors + seniors) | See attached sheets Plus end of level testing from 8th grade | | |

Ray Terry
Principal's Signature

5-20-05
Date

May 2005
Date of Staff Presentation

Natalie Keisel
Prepared By

*adapted from the ASCA National Model: A Framework for School Counseling Programs

**Include actual numbers and attach data, examples and documentation

Freshmen Leader-Learner Results for 2004-05

Fifteen freshmen were enrolled whose attendance, grades, and test results showed them to be at-risk of failing to meet classroom requirements.

There were seven boys and eight girls in the class. None were in Resource programs.

Academic Growth:

| | |
|----------------------------|-------|
| First trimester group GPA | 1.917 |
| Second trimester group GPA | 2.026 |
| Third trimester group GPA | 2.031 |

Summary: There was modest academic growth in the group GPA. There was substantial growth on the part of six students whose GPA reflected nearly a full grade increase.

Citizenship Growth:

Grades for citizenship were given from categories: Honor, satisfactory, need improvement, and unsatisfactory.

| | | | | |
|-------------------|------|------|------|-----|
| First trimester: | 30 H | 41 S | 13 N | 8 U |
| Second trimester: | 26 H | 36 S | 8 N | 1 U |
| Third trimester: | 49 H | 28 S | 9 N | 6 U |

It is significant that the number of Honors Citizenship Grades increased from 30 to 49 over the course of the year. This is a 61% increase.

Conclusion: Many students will be able to experience more independence as a results of the growth in grade and citizenship. While we can not entirely say the peer tutoring was responsible for this growth, we can say that it helped. A few students may be continued in the program but it appears that half of the 15 enrolled may only need follow-up.

Utah CGP-Closing the Gap Action Plan (Small Group) 2004-2005*

Develop this plan at the beginning of the school year and include a copy with the Results Report due to USOE by June 15, 2005

School North Sevier District Sevier

Target Group: 10-12 grade students from 2003-04 peer tutoring group

Target Group selection is based on the following data/information/school improvement goal: To compare 2003-04 data to 2004-05 data (grades, citizenship) to determine if peer tutoring had positive effect from last year. Tools #5, 10, 34, 45

| Intended Student Behavior | Identify the Utah CGP Student Outcome or the Desired Result for Student Learning | Guidance Activity(ies) or Intervention(s) | Resources/Staff Development Needed | Evaluation Method How will you measure results? e.g. "From sample classrooms of tenth graders. . ." | Start/End Dates | Projected # of Students Impacted |
|--|---|---|---|--|--|----------------------------------|
| 1. Continue to earn Credit toward graduation. 2. GPA Stabilized 3. Citizenship Stabilized. | 1. Meet Needs of students #5 2. Develop good study habits #45 3. Set goals #34 4. Students learn to monitor his/her own progress in classes #10. | Counselor will monitor progress at mid-term & end of each trimester. She will counsel each student if grades are low. If student's grades are low or failing, student will be placed in peer tutoring, adult tutoring, or Counselor with "Why Try." | Counselor Peer Tutors Adult Tutor Training for tutors. "Why Try" | Monitor grade reports & compare to data from 2003-04 school year. 1. Grades 2. GPA 3. Citizenship 4. Attendance reports. | Oct 5 th , 2004 to May 2005 | 36 |

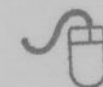
Ray Lunny
Principal's Signature

9-20-04
Date

Sept. 20, 2004
Date of Staff Presentation

Natalie Kessel
Prepared By

*adapted from the ASCA National Model: A Framework for School Counseling Programs



ENTERED

Utah CGP- Closing the Gap Result Report (Small Group) 2004-2005*

Due to USOE June 15, 2005: may be submitted in other formats but include all information as required below.

School

North Sevier High

District

Sevier

| Counselor | Target Group | Curriculum and Materials | Start Date End Date | Process Data: Number of students affected** | Perception Data: Pre and post test competency attainment or student data** | Results Data: changes in behavior, grades, attendance, including achievement data, achievement related data, and/or skills/competency data** | Implications: What does the data tell you? What can the student do with this now? |
|-----------------------|---|--|--|--|--|---|---|
| <i>Natalie Kiesel</i> | <i>10-12 grade students from 2003-04 peer tutoring group.</i> | <i>"Why Try" for students (Learners)</i> | <i>Oct. 5th, 2004 to May 2005</i> | <i>23- See attached data from 2004-05</i> | <i>See attached data 1. Two students were placed into peer tutoring from last year. 2. Six students had one trimester with below 1. GPA. 3. 17 students maintained a stable GPA for all three trimesters</i> | <i>See attached data sheets</i> → | |

Ray Terry
Principal's Signature

5-20-05
Date

May 2005
Date of Staff Presentation

Natalie Kiesel
Prepared By

*adapted from the ASCA National Model: A Framework for School Counseling Programs

**Include actual numbers supporting conclusions and attach data, examples and documentation

Comparison Results Data 2004-05

| | |
|------------------------------|------|
| Final Overall GPA in 2003-04 | 1.91 |
| Final Overall GPA in 2004-05 | 2.19 |

There were 2 students who graduated, 2 dropouts, and 8 move-outs

Third trimester in both years had 50 Honor Citizenship

2003-04 End of Level Results

| | | |
|-----------|------------------|-----------------|
| Math | 16 passed | 12 failed |
| Lang Arts | 12 passed | 14 failed |
| Science | <u>18 passed</u> | <u>8 failed</u> |
| | 46 passed | 34 failed |

2004-05 UBSCT Results

| | | |
|---------|-----------------|------------------|
| Reading | 20 passed | 2 failed |
| Writing | 10 passed | 12 failed |
| Math | <u>8 passed</u> | <u>14 failed</u> |
| | 38 passed | 28 failed |

Implications:

The data reveals that 73.9% of total attempts were successful in 2003-04 while 73.6% total attempts were successful in 2004-05.

While early indicators predicted or forecast failure to meet graduation requirements for each of the students enrolled, it is probable that as a group the number meeting GPA, citizenship, and competency test standards falls within the range of the total student body.

The fact that 74% of UBSCT components was passed the first time would seem to indicate a high probability of meeting competency requirements along with their peers.

Utah CGP-Guidance Activities Action Plan (Large Group) 2004-2005*

Develop this plan at the beginning of the school year and include a copy with the Results Report due to USOE by June 15, 2005

School South Sevier High School District Sevier

Target Group:(whole school, entire class) Sophomore Class

Target Group selection is based upon the following data/information/school improvement goals: All sophomores will be given an opportunity to explore the working world through a job-shadow.

| Intended Student Behavior | Identify the Utah CGP Student Outcome or the Desired Result for Student Learning | Activities to be Delivered in What Manner? | Resources/Staff Development Needed | Evaluation Methods How will you measure results? e.g. "From sample classrooms of tenth graders. . ." | Start/End Dates | Projected # of Students Impacted |
|---|--|---|---|---|--------------------------------|----------------------------------|
| Students will gain an awareness of their chosen career (SEOP) by spending a day job-shadowing a person in that field. | Standard: Life/Career Development A/B - students will become aware of self in relation to the world of work. - students will explore the world of work. | Each trimester, students will be given a hands-on opportunity to observe + participate in a real life career of their choice through job-shadowing. | Interest Inventory Personality Inventory e-choices Business owners and other adult supervisors willing to provide job-shadowing opportunities and student evaluations. | Job-Shadow evaluations completed by the supervisors. Evaluations completed by students. Job-Shadow post test completed by students. | 10/27/04 2/16/05 4/28/05 | 86 |

Russell T Peterson

Principal's Signature

6/10/05

Date

Date of Staff Presentation

Prepared By

*adapted from the ASCA National Model: A Framework for School Counseling Programs



Utah CGP-Guidance Activities Result Report (Large Group) 2004-2005*

Due to USOE June 15, 2005: may be submitted in other formats but include all information as required below.

School South Sevier High School District Sevier

| Counselor | Target Group | Curriculum and Materials Used | Start Date End Date | Process Data: Number of students affected** | Perception Data: Pre and post test, competency attainment or student data** | Results Data: changes in behavior, grades, attendance including achievement data, achievement related data, and/or skills/competency data** | Implications: What does the data tell you? What can the student do with this now? |
|------------|-----------------|--|--|--|---|--|--|
| Scott Hunt | Sophomore Class | Job-Shadow contract. Job-Shadow pre-test. Job-Shadow Post-test. e-choices research Interest + Personality/values Inventories | 10/20 - 10/29/04 2/9 - 2/18/05 4/21 - 4/29/05 | 86 | Job-Shadow Pre-test Job Shadow Post-test Job Shadow Evaluation by supervisor + student. | 62% of the students were positively reinforced that the career met their expectations. 38% felt the career was not what they had imagined. 41% said they would still consider this job as a career option. | Job-Shadow is a good experience to help students get a real world look at careers. Almost 2/3 of students like the job that they are investigating |

Russell T. Peterson

Principal's Signature

6/10/05

Date

Date of Staff Presentation

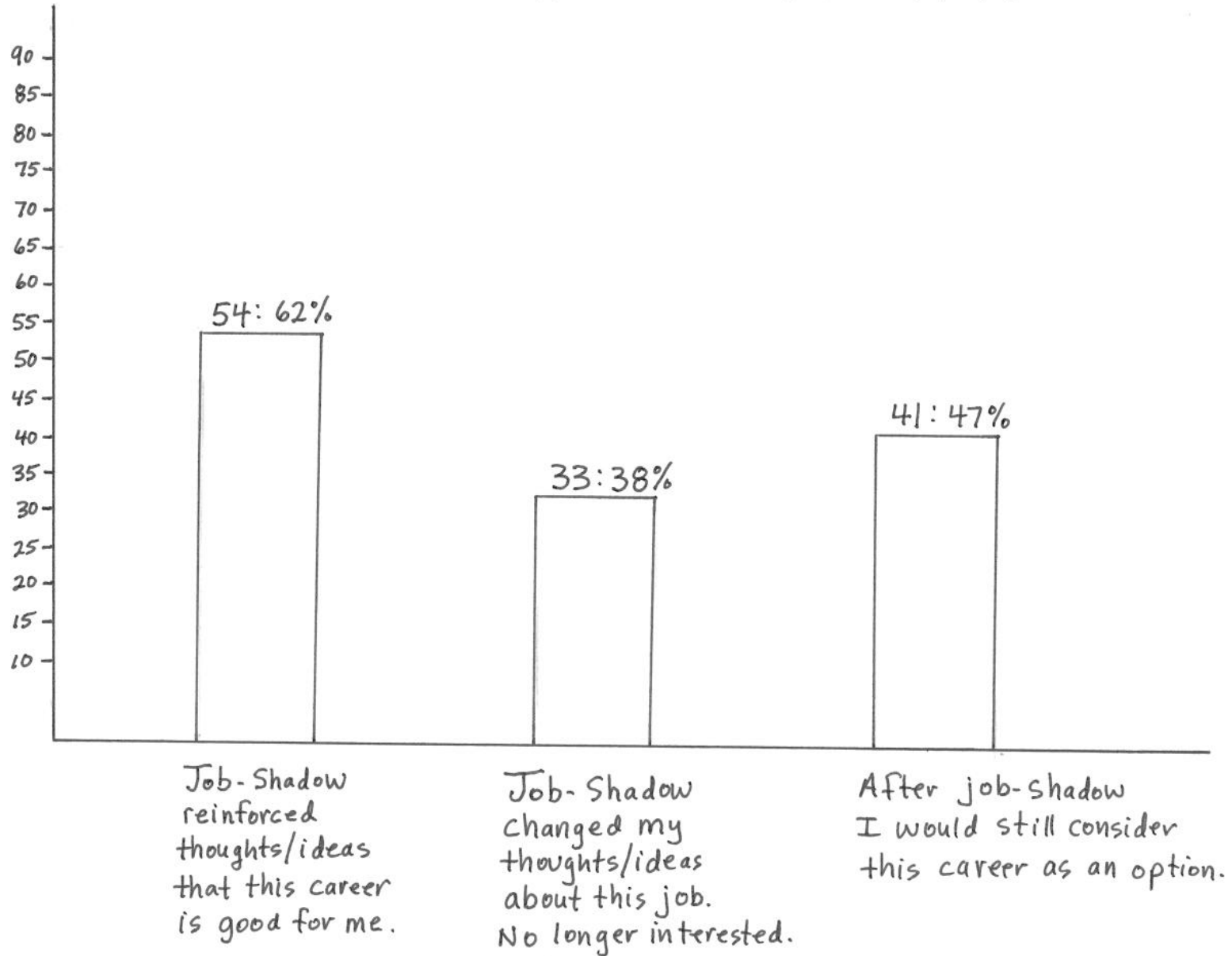
Prepared By

*adapted from the ASCA National Model: A Framework for School Counseling Programs

**Include actual numbers and attach data, examples and documentation

Job-Shadow Summary

of
Students
(87)



SSHS > JOB SHADOW * CONTACT CARD <

On this date: _____, I, _____

will be School Excused to do a Job Shadow related to my future Career Choice, as we have been researching in our Career Exploration Class.

* I will be responsible to check with every teacher, and turn in any work missed.

* I have discussed this with my parents, and we agree that the school will not be held responsible for any accidents which may happen.

* I have made proper arrangements with the business for this Job Shadow.

* I agree to not Shadow the same place & time as another student in class.

* I will represent SSHS in a respectable manner, so that this Shadow program may continue... because I have shown fine conduct in the community!!!

Student Signature

Parent Signature

* Extra Credit .. If you do
another Shadow outside school time

Name of Worker I will Shadow

Work Phone

Name of Business

Complete Business Address

Signature of Worker

or

*Parent Signature if
Arranged by Phone

2 Future Career Choices & Their *HOLLAND CODES*

A. _____

B. _____

THIS CONTACT CARD IS DUE BY:

_____ / _____ / _____

Name: _____ Date of Job Shadow: _____

Business Name: _____ Full Address: _____

Person Shadowed: _____ Title: _____

His/Her Supervisor's Name: _____ Present? Yes/No Work Phone _____

List 4-6 Workday Activities _____

(circle the 3 most enjoyable duties)

| | |
|---|------------------------------|
| 1) How the Supervisor ranked me: | poor 1 - 2 - 3 - 4 - 5 great |
| Appropriate Dress | 1 - 2 - 3 - 4 - 5 |
| Manners and Enthusiasm | 1 - 2 - 3 - 4 - 5 |
| Attitude & Maturity | 1 - 2 - 3 - 4 - 5 |
| Aptitude for this Job | 1 - 2 - 3 - 4 - 5 |
| Supervisor Comments: | |
| 2) This Job Shadow was _____ was NOT _____ beneficial because: | |
| 3) How it changed some of my previous thoughts about my career or working: | |
| 4) Another field I would like to Job Shadow is: | |
| 5) Three things I found out about working : | |
| A. _____ | |
| B. _____ | |
| C. _____ | |
| 6) What I would tell someone else who might be Job Shadowing here tomorrow: | |
| | |

Name _____

You & Your Holland Code

date _____

FIRST, MAKE AN INVENTORY OF YOUR INTERESTS.

Check the activities or career fields that interest you, whether you know much about them or not. Have someone who knows you well add their opinion about you, too, as a guide.

| | You | Friend | | You | Friend |
|--|--------------------------|--------------------------|--|--------------------------|--------------------------|
| 1. Work on a farm or help save a rainforest | <input type="checkbox"/> | <input type="checkbox"/> | 25. Work outside in a national park | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Solve complicated math problems | <input type="checkbox"/> | <input type="checkbox"/> | 26. Research a law case | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Act in a movie or play | <input type="checkbox"/> | <input type="checkbox"/> | 27. Play a musical instrument | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Study social groups in society | <input type="checkbox"/> | <input type="checkbox"/> | 28. Work with babies or children | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Interview strangers for the TV news | <input type="checkbox"/> | <input type="checkbox"/> | 29. Run for class office | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Learn about and study the economy | <input type="checkbox"/> | <input type="checkbox"/> | 30. Work after school to save money | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Study 'how-to' mechanics manuals | <input type="checkbox"/> | <input type="checkbox"/> | 31. Set up a stereo system | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. Perform science lab experiments | <input type="checkbox"/> | <input type="checkbox"/> | 32. Read science fiction | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. Manage an art gallery | <input type="checkbox"/> | <input type="checkbox"/> | 33. Write a short story, play or novel | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. Conduct a religious service | <input type="checkbox"/> | <input type="checkbox"/> | 34. Entertain at a party | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. Bargain at a flea market | <input type="checkbox"/> | <input type="checkbox"/> | 35. Work in a politician's office | <input type="checkbox"/> | <input type="checkbox"/> |
| 12. Write up graphs or charts with statistics | <input type="checkbox"/> | <input type="checkbox"/> | 36. Enter documents into computers | <input type="checkbox"/> | <input type="checkbox"/> |
| 13. Build cabinets or furniture | <input type="checkbox"/> | <input type="checkbox"/> | 37. Build a jet aircraft model | <input type="checkbox"/> | <input type="checkbox"/> |
| 14. Study nature outdoors or trace the effects of pollution on the environment | <input type="checkbox"/> | <input type="checkbox"/> | 38. Use an electron microscope or high-tech medical instrument | <input type="checkbox"/> | <input type="checkbox"/> |
| 15. Write a movie screenplay | <input type="checkbox"/> | <input type="checkbox"/> | 39. Design a new line of clothes | <input type="checkbox"/> | <input type="checkbox"/> |
| 16. Lead a club or scout troop | <input type="checkbox"/> | <input type="checkbox"/> | 40. Read and discuss literature | <input type="checkbox"/> | <input type="checkbox"/> |
| 17. Buy merchandise for a store | <input type="checkbox"/> | <input type="checkbox"/> | 41. Debate political and social issues on TV | <input type="checkbox"/> | <input type="checkbox"/> |
| 18. Work nine to five in a corporate office | <input type="checkbox"/> | <input type="checkbox"/> | 42. Keep accurate records of a business | <input type="checkbox"/> | <input type="checkbox"/> |
| 19. Operate heavy machines | <input type="checkbox"/> | <input type="checkbox"/> | 43. Repair a car engine | <input type="checkbox"/> | <input type="checkbox"/> |
| 20. Play chess | <input type="checkbox"/> | <input type="checkbox"/> | 44. Identify constellations of stars | <input type="checkbox"/> | <input type="checkbox"/> |
| 21. Work on art or music magazine | <input type="checkbox"/> | <input type="checkbox"/> | 45. Take pottery classes | <input type="checkbox"/> | <input type="checkbox"/> |
| 22. Get involved in a charity or community organization | <input type="checkbox"/> | <input type="checkbox"/> | 46. Work with senior citizens | <input type="checkbox"/> | <input type="checkbox"/> |
| 23. Do fast-paced, high-pressure sales work | <input type="checkbox"/> | <input type="checkbox"/> | 47. Sell products on commission | <input type="checkbox"/> | <input type="checkbox"/> |
| 24. Design computer games and programs | <input type="checkbox"/> | <input type="checkbox"/> | 48. Set up a budget for running a large company or government agency | <input type="checkbox"/> | <input type="checkbox"/> |

Below, circle the numbers you checked off. In each line, total the numbers you circled. Then put that total in the blank space at the end of each line.

| Personality Types | | | | | | | | | Total |
|-------------------|---|----|----|----|----|----|----|----|-------|
| A. DOERS | 1 | 7 | 13 | 19 | 25 | 31 | 37 | 43 | _____ |
| B. INVESTIGATORS | 2 | 8 | 14 | 20 | 26 | 32 | 38 | 44 | _____ |
| C. ARTISTS | 3 | 9 | 15 | 21 | 27 | 33 | 39 | 45 | _____ |
| D. HELPERS | 4 | 10 | 16 | 22 | 28 | 34 | 40 | 46 | _____ |
| E. ENTERPRISERS | 5 | 11 | 17 | 23 | 29 | 35 | 41 | 47 | _____ |
| F. DETAILERS | 6 | 12 | 18 | 24 | 30 | 36 | 42 | 48 | _____ |

In what two personality types did you score in the highest? Write their names in the blank spaces below.

If you had another person fill out your interest inventory, what two types did that person score highest for you?

DOER ^{Technical}

LIFE PLANNING

Investigator/science

B. INVESTIGATOR

Creator ^{ARTIST/Recreation}

C. ARTIST

If you love working with your hands, chances are you're a "doer." You like to build, tinker and fix things. Using tools comes naturally. You may prefer "doing" to "thinking" and concrete problems to abstract problems. Many doers grow up to have "hands-on" careers.

Arts and Communications

Photojournalist/
camera operator
Artist
Jeweler
Interior decorator/
set designer

Business, Management and Technology

Computer/office machine
installer/repairer/operator
Travel/motel clerk
Sales representative
Stock clerk

Health Services

Surgeon
Physical or other therapist
Dental assistant/hygienist
Biomedical or other technician
Nurse/nursing assistant

Human Services

Hair stylist
Firefighter
Police officer
Food service worker
Meat cutter

Industrial and Engineering Technology

Automotive technician
Electrician
Carpenter/builder
Plumbing, heating, air conditioning
installer/repairer

Natural Resources/Agriculture

Farmer
Gardener
Logger
Forestry worker

Investigators are observant and curious. They have a feel for gathering and figuring out information. Many love science, math or history. They may prefer to work more on their own than with others.

Arts and Communications

Investigative reporter
Interpreter/translator
Composer
Advertising/business writer
Television/film producer/director

Business, Management and Technology

Paralegal
Military analyst
Researcher/data analyst
Computer security specialist

Health Services

Physician
Research scientist/
laboratory worker
Pharmacist/pharmacy technician
Medical assistant
Veterinarian

Human Services

Police detective
Librarian
College professor
Lawyer
Employment interviewer

Industrial and Engineering Technology

Engineer
Surveyor
Architect
Solar energy system designer

Natural Resources/Agriculture

Astronomer
Geologist
Weather observer
Geneticist
Biochemist
Agricultural biotechnologist

Artists are creative, imaginative and feel the need for self-expression. They love working freely and put emotion into their work. Artists may work with words and pictures or music and dance. They also work with materials and machines that produce artistic products.

Arts and Communications

Script writer
Photographer
Graphic artist
Musician

Business, Management and Technology

Advertising account executive
Computer game developer
Web master
Sales representative

Health Services

Plastic surgeon
Dental laboratory technician
Prosthetist/prosthodontist
Orthodontist

Human Services

Teacher
Chef or baker
Cosmetologist
Urban or regional planner
Architect

Industrial and Engineering Technology

Architectural drafting specialist
Painter
Robotics engineer
Tool and die maker
Upholsterer

Natural Resources/Agriculture

Landscaper
Marine biologist
Horticulturist
Soil conservationist
Environmental analyst

Helper/Social

Humanitarian

Enterpriser - Marketing

persuade

Detailer, Organizer

Can you imagine teaching people new skills or helping them with personal problems? Working with others may be perfect for you. Helpers are expert communicators. They work well in groups and interact with all kinds of people.

Arts and Communications

Wedding coordinator
Politician (mayor/city council member, etc.)
Interior decorator
Product designer

Business, Management and Technology

Sales person
Personnel director/assistant/clerk
Travel agent
Office worker

Health Services

Psychiatrist/psychologist
Nurse
Dietitian
Home health aide
Occupational or other therapist

Human Services

Social worker
Child care worker
Food/hospitality worker
Career counselor
Government worker

Industrial and Engineering Technology

Maintenance/repair worker
Safety engineer/inspector
Environmental engineer
Biomedical engineer/technician
Ergonomist

Natural Resources/Agriculture

Civil engineer/technician
Arborist
Ecologist
Botanist
Animal handler/technician

Do you have strong leadership qualities? Are you competitive and like to persuade others to see things your way? Do you like to organize activities for others or take personal or financial risks? Enterprisers often have the social skills of helpers and hands-on skills of doers.

Arts and Communications

Reporter or radio/television announcer
Film/television producer
Performer
Advertising/public relations agency operator/executive

Business, Management and Technology

Business owner or entrepreneur
Company president
Financial, marketing or other consultant/service provider
Administrative assistant

Health Services

Medical practice owner/partner
Laboratory owner/operator
Hospital/clinic operator or executive

Human Services

Real estate agent
Restaurant owner/operator
Housekeeping service provider
Youth/not-for-profit agency executive/program director

Industrial and Engineering Technology

Home improvement contractor
Repair service provider
Recycling/refuse service provider

Natural Resources/Agriculture

Farmer/grower
Lawn/tree service provider
Fishery operator
Dairy producer

Detailers like to analyze facts and numbers. Many like to operate business machines. Detailers frequently prefer steady routine to risk-taking. Often they prefer being part of large companies, though not always in leadership roles.

Arts and Communications

Broadcast or publication editor
Production artist
Audiovisual specialist
Advertising manager
Computer drafting technician

Business, Management and Technology

Accountant
Computer programmer
General manager/business operations director
Data/word processing specialist/secretary/other office worker

Health Services

Medical records manager
Medical researcher
Laboratory technician
Pathologist/medical examiner

Human Services

Traffic technician
Emergency vehicle dispatcher
Reservation agent
Information specialist

Industrial and Engineering Technology

Printing equipment operator
Engineer/engineering technician
Plumber/other trade/craft worker
Construction supervisor/worker
Machinist

Natural Resources/Agriculture

Agricultural technologists
Food scientist
Biochemist
Environmental analyst

What Personality Type Are You? ARE YOU A DOER?

Mark *Yes* or *No* next to each of the following questions to learn how much you resemble a Doer personality.

- ☐ Do you enjoy working with your hands?
- ☐ Are you mechanically inclined and good at fixing things?
- ☐ Do you prefer concrete problems, not abstract ones?
- ☐ Do you like working outdoors?
- ☐ Are you athletic?
- ☐ Do you prefer to "tell it like it is" rather than beat around the bush?
- ☐ Do you like activities like fishing, hiking, camping?
- ☐ Do you hate getting dressed up?
- Would your friends call you:
 - ☐ practical?
 - ☐ reliable?
 - ☐ physically strong?

Total Yes Answers _____

Doer (Realistic)



Technical

What Personality Type Are You? ARE YOU A THINKER?

Mark *Yes* or *No* next to each of the following questions to learn how much you resemble a Thinker personality.

- ☐ Do you like math and science?
- ☐ Do you prefer to work alone?
- ☐ Do you enjoy finding solutions to complicated problems?
- ☐ Would you call your attitudes unconventional?
- ☐ Do you have confidence in your intellectual abilities?
- ☐ Is it easy for you to get wrapped up in a project?
- ☐ Do you like games that require you to solve a series of puzzles?
- ☐ Do you dislike being put in charge or having to persuade people to your point of view?
- Would your friends call you:
 - ☐ curious?
 - ☐ analytical?
 - ☐ independent?

Total Yes Answers _____

Thinker (Investigator)



Scientific

What Personality Type Are You? ARE YOU A CREATOR?

Mark *Yes* or *No* next to each of the following questions to learn how much you resemble a Creator personality.

- ☐ Do you enjoy music, art, and drama?
- ☐ Do you prefer to work in a free, unstructured environment?
- ☐ Do you like small, intimate groups?
- ☐ Do you find it hard to stick to a routine?
- ☐ Do you prefer to do things your own way?
- ☐ Are you willing to take a risk and try something new?
- ☐ Do you keep a diary or journal?
- ☐ Do you dislike activities that require you to do the same thing over and over again?
- Would your friends call you:
 - ☐ unconventional?
 - ☐ expressive?
 - ☐ imaginative?

Total Yes Answers _____

Creator (Artistic)

Recreation

What Personality Type Are You?

ARE YOU A HELPER? *Social/Humanitarian*

Mark *Yes* or *No* next to each of the following questions to learn how much you resemble a Helper personality.

- ☐ Are you sensitive to the needs of others?
- ☐ Do you find it easy to talk to other people?
- ☐ Do you enjoy teaching and tutoring others?
- ☐ Do you like to help people solve their personal problems?
- ☐ Do you dislike working with machines and tools?
- ☐ Do you enjoy working in groups?
- ☐ Do your friends come to you when they need someone to talk to?
- ☐ Have you ever done volunteer work to help needy people? If not, would you like to?
- Would your friends call you:
 - ☐ caring?
 - ☐ cooperative?
 - ☐ friendly?

Total Yes Answers _____

What Personality Type Are You?

ARE YOU AN ORGANIZER? *Detail/Convention
Bus. Operations*

Mark *Yes* or *No* next to each of the following questions to learn how much you resemble an Organizer personality.

- ☐ Do you prefer a well-ordered environment?
- ☐ Do you like working with numbers and records?
- ☐ Are you most comfortable with steady routines?
- ☐ Are you careful, orderly, and calm?
- ☐ Are you good at analyzing information?
- ☐ Do you value material possessions and status?
- ☐ Do you like to collect things like sports cards, coins, or stamps?
- ☐ On a trip, are you the person who locates the destination on the map and finds the best route?
- Would your friends call you:
 - ☐ steady?
 - ☐ orderly?
 - ☐ dependable?

Total Yes Answers _____

What Personality Type Are You?

ARE YOU A PERSUADER? *Enterpriser/Marketer*

Mark *Yes* or *No* next to each of the following questions to learn how much you resemble a Persuader personality.

- ☐ Do you try to convince people to see things your way?
- ☐ Do you like to take a leadership position?
- ☐ Do you enjoy making things happen?
- ☐ Do you like competition?
- ☐ Are you good at organizing activities for other people?
- ☐ Are you energetic and ambitious?
- ☐ Do you like to talk in class or participate in debates?
- ☐ Would you like to be elected an officer in your school's student government?
- Would your friends call you:
 - ☐ sociable?
 - ☐ ambitious?
 - ☐ assertive?

Total Yes Answers _____

★ What Personality Type Am I? ★

Now that you have answered the questions, count up the number of Yes answers you have put down for each type.

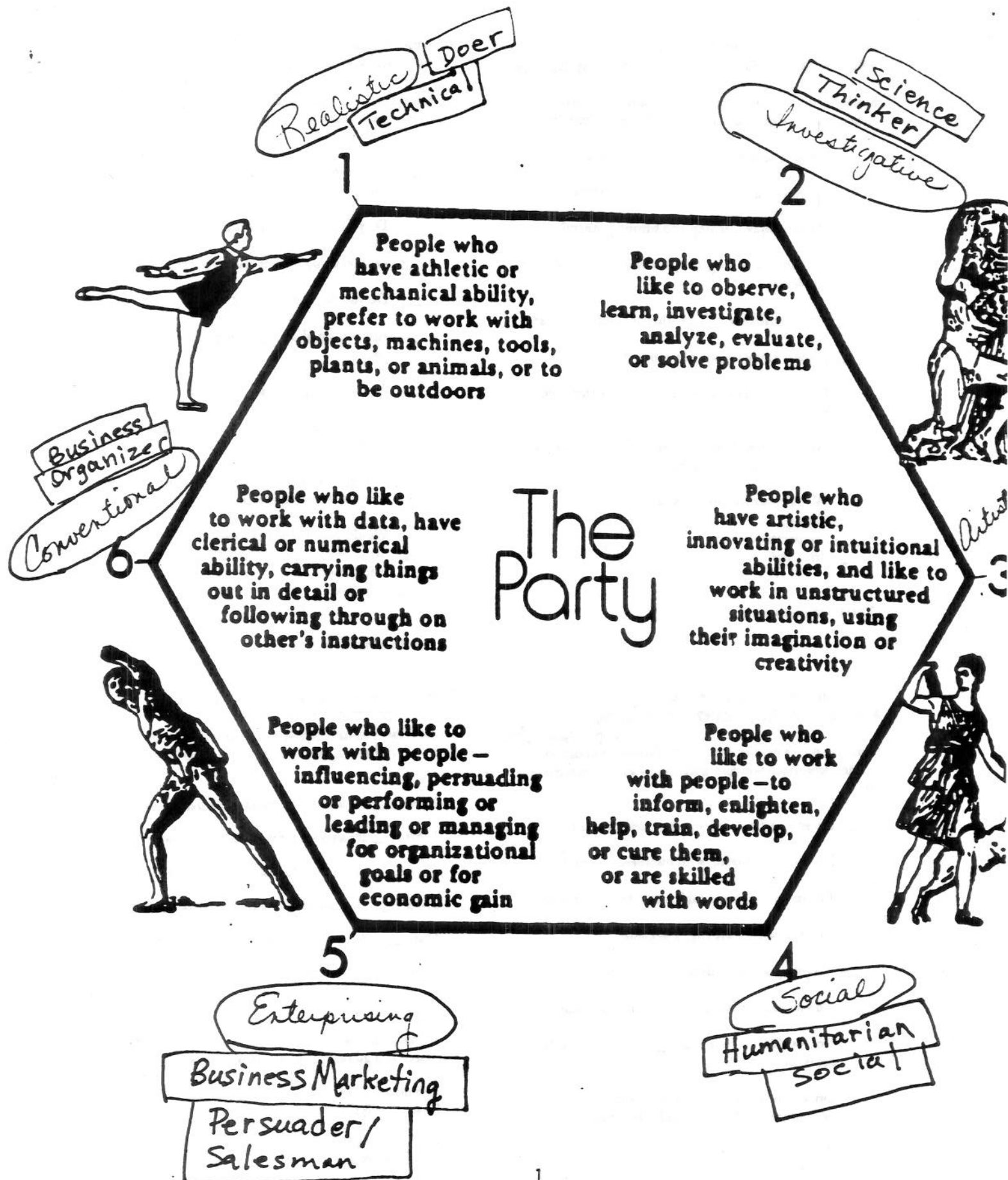
- I have _____ Yes answers for the Doer Personality Type.
- I have _____ Yes answers for the Thinker Personality Type.
- I have _____ Yes answers for the Creator Personality Type.
- I have _____ Yes answers for the Helper Personality Type.
- I have _____ Yes answers for the Persuader Personality Type.
- I have _____ Yes answers for the Organizer Personality Type.

Using your highest, second-highest, and third-highest scores as a guide, fill in the blanks below.

I am most like the _____ Personality Type.

I am next most like the _____ Personality Type.

The third type I am most like is the _____ Personality Type.



Career Clusters

choices

| Career Cluster | Holland Code | Description | Jobs |
|--------------------------|---------------|---|---|
| Technical | Realistic | People who like to work with their hands or tools. They like to fix or build things. May prefer to work by themselves. Often like to work outdoors | Farmer Mechanic Manufacturing Cook Construction |
| Scientific | Investigative | People who tend to be problem solvers. Have science and math abilities. Less interested in leading or supervising people. | Chemist Engineer Medical Agriculture |
| Artistic | Artistic | People who like to use their talents to create beauty in art, music, drama, dance, literature. Tend to dislike detailed clerical work. | Musician Artist Writer Actor/actress |
| Social- Humanitarian | Social | People who like being with and around other people, helping others, working in jobs that directly affect other people. | Counselor Clergy Teacher Psychologist |
| Marketing/ Management | Enterprising | People who like to sell products and ideas and manage other people. Enjoy having power, prestige and high status. Have good language skills and like to use them to control and influence others. | Management Supervision Sales Travel Agent |
| Business Information | Conventional | People who feel comfortable working with details in structured situations and like to keep things neat and organized. They enjoy working with forms, charts and reports and computation. | Accountant Secretary Bookkeeper Bankteller |

TPI

Transition Planning Inventory Student Form

Section I. Student Information

Name _____

Date _____

Birth Date _____

School _____

Parent's/Guardian's Name _____

Section II. Likely Postschool Setting(s)

Directions: Fill in based on what you think will happen after high school.

EMPLOYMENT/FURTHER EDUCATION OR TRAINING

- ☐ work/full-time
- ☐ work/part-time
- ☐ vocational training
- ☐ college/university
- ☐ other _____

LIVING ARRANGEMENT

- ☐ live by myself
- ☐ live with my parents or other relatives
- ☐ live with others who are not related to me (without adult supervision)
- ☐ live with others who are not related to me (with adult supervision)
- ☐ other _____

Section III. Planning Area Inventory

Directions: Rate yourself based on what you think is your *current* level of competence using a scale of 0 to 5 to indicate your level of agreement with each statement. For example, if you strongly disagree with the statement, circle "0." If you strongly agree with the statement, circle "5."

If you do not think planning is necessary because a statement does not fit you, circle "NA" (for "not appropriate"). If the statement fits you, but you do not know your level of competence, circle "DK" (for "don't know").

| Planning Areas | Not Appropriate | Strongly Disagree 0 | 1 | 2 | 3 | 4 | Strongly Agree 5 | Don't Know |
|--|--------------------|---------------------------|---|---|---|---|------------------------|---------------|
| EMPLOYMENT | | | | | | | | |
| 1. I know about jobs I am interested in and what they require. | NA | 0 | 1 | 2 | 3 | 4 | 5 | DK |
| 2. I can choose a job that fits my interests and abilities. | NA | 0 | 1 | 2 | 3 | 4 | 5 | DK |
| 3. I know how to get a job. | NA | 0 | 1 | 2 | 3 | 4 | 5 | DK |
| 4. I have the work habits and attitudes for keeping a job and being promoted—with or without special help. | NA | 0 | 1 | 2 | 3 | 4 | 5 | DK |
| 5. I have the knowledge and skills needed for a specific job—with or without special help. | NA | 0 | 1 | 2 | 3 | 4 | 5 | DK |

| Planning Areas | Not Appropriate | Strongly Disagree 0 | 1 | 2 | 3 | 4 | Strongly Agree 5 | Don't Know |
|--|--------------------|---------------------------|---|---|---|---|------------------------|---------------|
| FURTHER EDUCATION/TRAINING | | | | | | | | |
| Not all of the statements in this section (Items 6–10) may apply to you. They depend on where you are likely to be after high school. For those that do <i>not</i> apply, circle "NA." For those that <i>do</i> apply, circle the appropriate number for each statement. | | | | | | | | |
| 6. I know how to get into a community employment training program that meets my needs. | NA | 0 | 1 | 2 | 3 | 4 | 5 | DK |
| 7. I know how to get into a General Education Development (GED) program. | NA | 0 | 1 | 2 | 3 | 4 | 5 | DK |
| 8. I know how to get into a vocational/technical school that meets my needs. | NA | 0 | 1 | 2 | 3 | 4 | 5 | DK |
| 9. I know how to get into a college or university that meets my needs. | NA | 0 | 1 | 2 | 3 | 4 | 5 | DK |
| 10. I can do well in a program after high school that meets my needs. | NA | 0 | 1 | 2 | 3 | 4 | 5 | DK |
| DAILY LIVING | | | | | | | | |
| 11. I can do my own personal grooming and hygiene. | NA | 0 | 1 | 2 | 3 | 4 | 5 | DK |
| 12. I can find a place to live. | NA | 0 | 1 | 2 | 3 | 4 | 5 | DK |
| 13. I know how to move in and set up a place to live. | NA | 0 | 1 | 2 | 3 | 4 | 5 | DK |
| 14. I can do everyday household tasks. | NA | 0 | 1 | 2 | 3 | 4 | 5 | DK |
| 15. I can take care of my own money. | NA | 0 | 1 | 2 | 3 | 4 | 5 | DK |
| 16. I can use local transportation systems when I need to. | NA | 0 | 1 | 2 | 3 | 4 | 5 | DK |
| LEISURE ACTIVITIES | | | | | | | | |
| 17. I can do different kinds of indoor leisure activities. | NA | 0 | 1 | 2 | 3 | 4 | 5 | DK |
| 18. I can do different kinds of outdoor leisure activities. | NA | 0 | 1 | 2 | 3 | 4 | 5 | DK |
| 19. I go to different places for entertainment. | NA | 0 | 1 | 2 | 3 | 4 | 5 | DK |
| COMMUNITY PARTICIPATION | | | | | | | | |
| 20. I know my basic legal rights. | NA | 0 | 1 | 2 | 3 | 4 | 5 | DK |
| 21. I am an active citizen. | NA | 0 | 1 | 2 | 3 | 4 | 5 | DK |
| 22. I can make legal decisions affecting my life. | NA | 0 | 1 | 2 | 3 | 4 | 5 | DK |
| 23. I can find community services and resources I need. | NA | 0 | 1 | 2 | 3 | 4 | 5 | DK |
| 24. I know how to use a variety of services and resources successfully. | NA | 0 | 1 | 2 | 3 | 4 | 5 | DK |
| 25. I know how to get help from programs to pay for the costs of day-to-day living. | NA | 0 | 1 | 2 | 3 | 4 | 5 | DK |

| Planning Areas | Not Appropriate | Strongly Disagree 0 | 1 | 2 | 3 | 4 | Strongly Agree 5 | Don't Know |
|--|--------------------|---------------------------|---|---|---|---|------------------------|---------------|
| HEALTH | | | | | | | | |
| 26. I am physically healthy. | NA | 0 | 1 | 2 | 3 | 4 | 5 | DK |
| 27. I can take care of physical problems that arise. | NA | 0 | 1 | 2 | 3 | 4 | 5 | DK |
| 28. I am emotionally healthy. | NA | 0 | 1 | 2 | 3 | 4 | 5 | DK |
| 29. I can take care of emotional problems that arise. | NA | 0 | 1 | 2 | 3 | 4 | 5 | DK |
| 30. I know how reproduction works. | NA | 0 | 1 | 2 | 3 | 4 | 5 | DK |
| 31. I can make choices regarding sexual behavior based on facts. | NA | 0 | 1 | 2 | 3 | 4 | 5 | DK |
| SELF-DETERMINATION | | | | | | | | |
| 32. I know and accept my strengths and limitations. | NA | 0 | 1 | 2 | 3 | 4 | 5 | DK |
| 33. I express my feelings and ideas to others in the right way. | NA | 0 | 1 | 2 | 3 | 4 | 5 | DK |
| 34. I express my feelings and ideas to others with confidence. | NA | 0 | 1 | 2 | 3 | 4 | 5 | DK |
| 35. I set personal goals. | NA | 0 | 1 | 2 | 3 | 4 | 5 | DK |
| 36. I make personal decisions. | NA | 0 | 1 | 2 | 3 | 4 | 5 | DK |
| COMMUNICATION | | | | | | | | |
| Choose rating based on settings in which you will be. | | | | | | | | |
| 37. I have the speaking skills I need. | NA | 0 | 1 | 2 | 3 | 4 | 5 | DK |
| 38. I have the listening skills I need. | NA | 0 | 1 | 2 | 3 | 4 | 5 | DK |
| 39. I have the reading skills I need. | NA | 0 | 1 | 2 | 3 | 4 | 5 | DK |
| 40. I have the writing skills I need. | NA | 0 | 1 | 2 | 3 | 4 | 5 | DK |
| INTERPERSONAL RELATIONSHIPS | | | | | | | | |
| 41. I get along well with family and relatives. | NA | 0 | 1 | 2 | 3 | 4 | 5 | DK |
| 42. I have the skills to be a parent. | NA | 0 | 1 | 2 | 3 | 4 | 5 | DK |
| 43. I can make friends wherever I go. | NA | 0 | 1 | 2 | 3 | 4 | 5 | DK |
| 44. I say and do the right thing wherever I am. | NA | 0 | 1 | 2 | 3 | 4 | 5 | DK |
| 45. I can get along well with others on the job. | NA | 0 | 1 | 2 | 3 | 4 | 5 | DK |
| 46. I can get along well with my boss on a job. | NA | 0 | 1 | 2 | 3 | 4 | 5 | DK |
| ADDITIONAL PLANNING AREAS | | | | | | | | |
| _____ | | 0 | 1 | 2 | 3 | 4 | 5 | |
| _____ | | 0 | 1 | 2 | 3 | 4 | 5 | |
| _____ | | 0 | 1 | 2 | 3 | 4 | 5 | |
| _____ | | 0 | 1 | 2 | 3 | 4 | 5 | |

Section IV. Additional Comments

Directions: For each question, explain what you are thinking at this time based on your interests. If you do not have an answer for a question, leave it blank.

- 5

8. How do you plan on getting around in your community?

9. How do you plan on taking care of yourself physically and emotionally?

10. How will you handle making decisions and setting goals that need to be made about your life?

11. How do you best get information—reading or asking questions?

12. How do you best share information—speaking, signing, or writing?

13. What are your plans concerning marriage and having a family?

14. What type of friendships do you plan on having?

15. What other information may be useful in planning and preparing for your future?

UNDERSTANDING YOURSELF

name _____

--PERSONAL VALUES SCALE

Directions: This scale provides a brief, simple means to identify your personal values. Read each of the 50 statements. If a statement is always true, circle the 10. If a statement is usually true, circle the 7. If you are not sure whether a statement is true or false, circle the 5. If a statement is seldom true, circle the 3. If a statement is never true, circle the 0.

| | | | | | |
|---|----|---|---|---|---|
| 1. I enjoy attending rock concerts. | 10 | 7 | 5 | 3 | 0 |
| 2. I give to worthwhile causes. | 10 | 7 | 5 | 3 | 0 |
| 3. I envy the way politicians are recognized everywhere they go. | 10 | 7 | 5 | 3 | 0 |
| 4. I would rather spend the weekend at home with my family rather than out with my friends. | 10 | 7 | 5 | 3 | 0 |
| 5. If I had the talent, I would like to write stories. | 10 | 7 | 5 | 3 | 0 |
| 6. I enjoy making decisions that involve others. | 10 | 7 | 5 | 3 | 0 |
| 7. I have regular health check-ups. | 10 | 7 | 5 | 3 | 0 |
| 8. When I am grown, I will participate in church activities. | 10 | 7 | 5 | 3 | 0 |
| 9. Many friends are important to me. | 10 | 7 | 5 | 3 | 0 |
| 10. I would like to be financially secure by the time I'm 45. | 10 | 7 | 5 | 3 | 0 |
| 11. I like to assist my fellow classmates with homework. | 10 | 7 | 5 | 3 | 0 |
| 12. I like to go to art museums. | 10 | 7 | 5 | 3 | 0 |
| 13. I have several very close friends. | 10 | 7 | 5 | 3 | 0 |
| 14. If I had the talent, I would like to be an actor/actress. | 10 | 7 | 5 | 3 | 0 |
| 15. I am close to my mother (father). | 10 | 7 | 5 | 3 | 0 |
| 16. I have been active in church work. | 10 | 7 | 5 | 3 | 0 |

17. I would prefer to be the supervisor rather than a worker even if I didn't make any more money.
18. I enjoy writing articles for the school paper.
19. I would enjoy being around famous people.
20. I see my dentist regularly.
21. I like to go to parties.
22. I would do volunteer work at the hospital in the summer than to go on a vacation.
23. I would spend money for needed dental work rather than buy an extra pair of tennis shoes
24. I would rather be a leader than just a member in my club.
25. I think it would be fun to write a skit for my coop class.
26. If I were a teacher, I would rather teach art than science.
27. I like to be in charge of meetings.
28. I often daydream about things I would buy if I were rich.
29. I believe that prayers are answered.
30. I enjoy doing things for my family.
31. I will run errands for elderly neighbors.
32. I like to write poems.
33. I believe that one should give to a church on a regular basis.
34. I would like to be a well-known actor/actress.
35. I like to be with people.
36. I like to write music.
37. I like to look at beautiful art objects in a store.

| | | | | |
|----|---|---|---|---|
| 10 | 7 | 5 | 3 | 0 |
| 10 | 7 | 5 | 3 | 0 |
| 10 | 7 | 5 | 3 | 0 |
| 10 | 7 | 5 | 3 | 0 |
| 10 | 7 | 5 | 3 | 0 |
| 10 | 7 | 5 | 3 | 0 |
| 10 | 7 | 5 | 3 | 0 |
| 10 | 7 | 5 | 3 | 0 |
| 10 | 7 | 5 | 3 | 0 |
| 10 | 7 | 5 | 3 | 0 |
| 10 | 7 | 5 | 3 | 0 |
| 10 | 7 | 5 | 3 | 0 |
| 10 | 7 | 5 | 3 | 0 |
| 10 | 7 | 5 | 3 | 0 |
| 10 | 7 | 5 | 3 | 0 |
| 10 | 7 | 5 | 3 | 0 |
| 10 | 7 | 5 | 3 | 0 |
| 10 | 7 | 5 | 3 | 0 |
| 10 | 7 | 5 | 3 | 0 |
| 10 | 7 | 5 | 3 | 0 |
| 10 | 7 | 5 | 3 | 0 |

38. I like family discussions.
39. My dream house is very expensive.
40. I like to be the one who makes the decisions.
41. I like to help people in trouble.
42. I would care for an elderly relative if I were needed.
43. I go to church regularly.
44. Someday I would like to have a job that pays a lot of money.
45. I like to buy expensive things.
46. I like to be noticed.
47. I try to please my family in the things I do.
48. I plan to take my children to concerts and museums.
49. I believe the use of marijuana should be legalized.
50. I feel really good after I help someone in need.

| | | | | |
|----|---|---|---|---|
| 10 | 7 | 5 | 3 | 0 |
| 10 | 7 | 5 | 3 | 0 |
| 10 | 7 | 5 | 3 | 0 |
| 10 | 7 | 5 | 3 | 0 |
| 10 | 7 | 5 | 3 | 0 |
| 10 | 7 | 5 | 3 | 0 |
| 10 | 7 | 5 | 3 | 0 |
| 10 | 7 | 5 | 3 | 0 |
| 10 | 7 | 5 | 3 | 0 |
| 10 | 7 | 5 | 3 | 0 |
| 10 | 7 | 5 | 3 | 0 |
| 10 | 7 | 5 | 3 | 0 |
| 10 | 7 | 5 | 3 | 0 |
| 10 | 7 | 5 | 3 | 0 |
| 10 | 7 | 5 | 3 | 0 |

After you have completed the scale, fill out the following table. For each of the 10 values, record the number circled for each statement. Then total the numbers under each value. Plot your totals on the table to see where you place your values and how you compare with other students.

| Recognition Statement # | Money Statement # | Power Statement # | Religion Statement # | Humanism Statement # |
|-------------------------------|-------------------------|-------------------------|----------------------------|----------------------------|
| 3. _____ | 10. _____ | 6. _____ | 8. _____ | 2. _____ |
| 14. _____ | 28. _____ | 17. _____ | 16. _____ | 22. _____ |
| 19. _____ | 39. _____ | 24. _____ | 29. _____ | 31. _____ |
| 34. _____ | 44. _____ | 27. _____ | 33. _____ | 41. _____ |
| 46. _____ | 45. _____ | 40. _____ | 43. _____ | 50. _____ |
| Total _____ | Total _____ | Total _____ | Total _____ | Total _____ |

| Family Statement # | Health Statement # | Aesthetic Statement # | Creative Statement # | Social Statement # |
|--------------------------|--------------------------|-----------------------------|----------------------------|--------------------------|
| 4. _____ | 7. _____ | 1. _____ | 5. _____ | 9. _____ |
| 15. _____ | 20. _____ | 12. _____ | 18. _____ | 11. _____ |
| 30. _____ | 23. _____ | 26. _____ | 25. _____ | 13. _____ |
| 42. _____ | 38. _____ | 37. _____ | 32. _____ | 21. _____ |
| 47. _____ | 49. _____ | 48. _____ | 36. _____ | 35. _____ |
| Total _____ | Total _____ | Total _____ | Total _____ | Total _____ |

Utah CGP-Closing the Gap Action Plan (Small Group) 2004-2005*

Develop this plan at the beginning of the school year and include a copy with the Results Report due to USOE by June 15, 2005

School South Sevier High School District Sevier

Target Group: Students that smoke cigarettes.

Target Group selection is based on the following data/information/school improvement goal: According to Needs Assessment, tobacco use is a problem at SSHS.

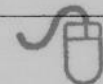
| Intended Student Behavior | Identify the Utah CGP Student Outcome or the Desired Result for Student Learning | Guidance Activity(ies) or Intervention(s) | Resources/Staff Development Needed | Evaluation Method How will you measure results? e.g. "From sample classrooms of tenth graders. . ." | Start/End Dates | Projected # of Students Impacted |
|----------------------------------|---|--|--|--|---|----------------------------------|
| Enable students to quit smoking. | SSHHS DRSL: - Gain Respect for self and others - Maintain a balanced healthy lifestyle. | Conduct a 10 week smoking cessation class. | American Lung Association N-O-T curriculum. | Results will be measured using N-O-T evaluation forms and follow-up sessions. | 3-2-05 through May 4-05 Follow-up sessions 5-18 through 5-25-05 | 10 |

Russell T Peterson
Principal's Signature

6/10/05
Date

Date of Staff Presentation

Prepared By



ENTERED

*adapted from the ASCA National Model: A Framework for School Counseling Programs

Utah CGP- Closing the Gap Result Report (Small Group) 2004-2005*

Due to USOE June 15, 2005: may be submitted in other formats but include all information as required below.

School South Sevier

District Sevier

| Counselor | Target Group | Curriculum and Materials | Start Date End Date | Process Data: Number of students affected** | Perception Data: Pre and post test competency attainment or student data** | Results Data: changes in behavior, grades, attendance, including achievement data, achievement related data, and/or skills/competency data** | Implications: What does the data tell you? What can the student do with this now? |
|------------|---------------------------|---|------------------------|--|---|---|---|
| Scott Hunt | students who use tobacco. | American Lung Association N-O-T Program. | 3/2/05 5/4/05 | 10 | N-O-T workbooks and Evaluations | of the 10 students that started the class, 3 quit smoking according to their N-O-T evaluations. | Program is successful. If even one student quits, it is worth the time and effort. |

Russell T Peterson

Principal's Signature

6/10/05

Date

Date of Staff Presentation

*adapted from the ASCA National Model: A Framework for School Counseling Programs

Prepared By

**Include actual numbers supporting conclusions and attach data, examples and documentation

N-O-T About Me 2 (Session 10)

Initials (3):

BJ

Date:

5/4/2005

☐ Male☒ Female

1. Are you still smoking any cigarettes?

☒ NO

if NO, go to box

☐ YES

if YES, go to 2-4

If you are **not smoking**:

How many days since your last cigarette?

5 days

(enter number of days)

2. On a typical
- week-day**
- , about how many cigarettes do you smoke a day? (1 pack=20)

3

3. On a typical
- weekend-day**
- , about how many cigarettes do you smoke a day? (1 pack=20)

6

4. Which of the following statements best describes your
- attitude**
- toward changing your smoking
- right now**
- ? [check only one]

☐ I do not plan to quit smoking in the next 6 months.☐ I plan to quit smoking in the next 6 months.☐ I plan to quit within the next 30 days.☐ I have made a serious quit attempt in the past 6 months.☒ I quit less than 6 months ago.

N-O-T About Me 2 (Session 10)

Initials (3):

AA

Date:

5-4-05

☒ Male☐ Female

1. Are you still smoking any cigarettes?

☒ NO

if NO, go to box

☐ YES

if YES, go to 2-4

If you are **not smoking**:

How many days since your last cigarette?

14

(enter number of days)

2. On a typical
- week-day**
- , about how many cigarettes do you smoke a day? (1 pack=20)

5

3. On a typical
- weekend-day**
- , about how many cigarettes do you smoke a day? (1 pack=20)

8

4. Which of the following statements best describes your
- attitude**
- toward changing your smoking
- right now**
- ? [check only one]

☐ I do not plan to quit smoking in the next 6 months.☐ I plan to quit smoking in the next 6 months.☐ I plan to quit within the next 30 days.☒ I have made a serious quit attempt in the past 6 months.☐ I quit less than 6 months ago.

N-O-T About Me 2 (Session 10)

Initials (3):

JM

Date:

5-4-05

☒ Male☐ Female

1. Are you still smoking any cigarettes?

☒ NO

if NO, go to box

☐ YES

if YES, go to 2-4

If you are **not smoking**:

How many days since your last cigarette?

9

(enter number of days)

2. On a typical
- week-day**
- , about how many cigarettes do you smoke a day? (1 pack=20)

7

3. On a typical
- weekend-day**
- , about how many cigarettes do you smoke a day? (1 pack=20)

12

4. Which of the following statements best describes your
- attitude**
- toward changing your smoking
- right now**
- ? [check only one]

☐ I do not plan to quit smoking in the next 6 months.☐ I plan to quit smoking in the next 6 months.☐ I plan to quit within the next 30 days.☐ I have made a serious quit attempt in the past 6 months.☒ I quit less than 6 months ago.

N-O-T About Me 2 (Session 10)

Initials (3):

JC

Date:

5-4

☒

Male

☐

Female

1. Are you still smoking any cigarettes?

☐ NO

if NO, go to box

☒ YES

if YES, go to 2-4

If you are **not smoking**:

How many days since your last cigarette?

(enter number of days)

2. On a typical **week-day**, about how many cigarettes do you smoke a day? (1 pack=20)

8

3. On a typical **weekend-day**, about how many cigarettes do you smoke a day? (1 pack=20)

12

4. Which of the following statements best describes your **attitude** toward changing your smoking **right now**? [check only one]

☐ I do not plan to quit smoking in the next 6 months.☐ I plan to quit smoking in the next 6 months.☐ I plan to quit within the next 30 days.☒ I have made a serious quit attempt in the past 6 months.☐ I quit less than 6 months ago.

N-O-T About Me 2 (Session 10)

Initials (3):

CD

Date:

5-4-05

☒ Male☐ Female

1. Are you still smoking any cigarettes?

☐ NO

if NO, go to box

☒ YES

if YES, go to 2-4

If you are **not smoking**:

How many days since your last cigarette?

(enter number of days)

2. On a typical **week-day**, about how many cigarettes do you smoke a day? (1 pack=20)

five

3. On a typical **weekend-day**, about how many cigarettes do you smoke a day? (1 pack=20)

ten

4. Which of the following statements best describes your **attitude** toward changing your smoking **right now**? [check only one]

☐ I do not plan to quit smoking in the next 6 months.☒ I plan to quit smoking in the next 6 months.☐ I plan to quit within the next 30 days.☐ I have made a serious quit attempt in the past 6 months.☐ I quit less than 6 months ago.

N-O-T About Me 2 (Session 10)

Initials (3):

SJ

Date:

May 4

☒ Male☐ Female

1. Are you still smoking any cigarettes?

☐ NO

if NO, go to box

☒ YES

if YES, go to 2-4

If you are **not smoking**:

How many days since your last cigarette?

(enter number of days)

2. On a typical **week-day**, about how many cigarettes do you smoke a day? (1 pack=20)

8

3. On a typical **weekend-day**, about how many cigarettes do you smoke a day? (1 pack=20)

15

4. Which of the following statements best describes your **attitude** toward changing your smoking **right now**? [check only one]

☐ I do not plan to quit smoking in the next 6 months.

☒ I plan to quit smoking in the next 6 months.

☐ I plan to quit within the next 30 days.

☐ I have made a serious quit attempt in the past 6 months.

☐ I quit less than 6 months ago.